

Lesson Title: The Elephant Parade!

Teacher: Melissa McBride

Subject Area(s): Visual Arts, English Language Arts

Grade Level: First (1)

Length of Lesson: Three 50-minute periods

Focus/Big Idea: People are different and that's okay!

Stage 1 - Desired Results

ESTABLISHED GOAL/CONTENT STANDARD(S):

National Core Arts Standards for Visual Arts - Grade 1

- *Artistic Process: Creating*
Anchor Standard 1: Generate and conceptualize artistic ideas and work.
VA:Cr1.2.1a Use observation and investigation in preparation for making a work of art.
- *Artistic Process: Creating*
Anchor Standard 2: Organize and develop artistic ideas and work.
VA:Cr2.1.1a Explore uses of materials and tools to create works of art or design.
VA:Cr2.2.1a Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.

Common Core State Standards for ELA - Grade 1

- CCSS.ELA-LITERACY.RL.1.2
Reading: Literature - Key Ideas and Details
Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- CCSS.ELA-LITERACY.W.1.2
Writing - Text Types and Purposes
Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- CCSS.ELA-LITERACY.SL.1.2
Speaking and Listening - Comprehension and Collaboration
Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Social Emotional Learning Standards - Early Elementary

- *Goal 2: Use social awareness and interpersonal skills to establish and maintain positive relationships.*
Learning Standard B: Recognize individual and group similarities and differences.
2.B.1a Describe the ways that people are similar and different.
2.B.1b Describe positive qualities in others.

UNDERSTANDINGS

- Artists and designers shape artistic investigations, following or breaking with traditions, in pursuit of creative art-making goals.
- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

ESSENTIAL QUESTIONS

- How does knowing the context, histories, and traditions of art help us understand and interpret works of art? How does it inspire our own art?
- How do artists determine what resources and criteria are needed to formulate artistic investigation?

<ul style="list-style-type: none"> • Artists and designers balance experimentation and safety, freedom, and responsibility while developing and creating artworks. • Stories often have an important message to share or a lesson to teach. • Writers can share their opinions and perspectives through the texts that they author. • Building and maintaining positive relationships with others are central to success in school and life and require the ability to recognize the thoughts, feelings, and perspectives of others, including those different from one's own. • It is important to be accepting and respectful of other people's differences and understand that these differences make each of us unique and special. 	<ul style="list-style-type: none"> • How do artists work? • How do artists learn from trial and error? • How do artists and designers care for and maintain materials, tools, and equipment? • Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? • What responsibilities come with the freedom to create? • Why is it important, especially while you are in school, to be respectful of everyone, including people who are different from you? • How does the story of Elmer the Elephant show us that it is important to be accepting of those who are different from us?
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ESSENTIAL QUESTIONS FOR STUDENT CONSIDERATION:

- Why was it important that Elmer was different? How did it make him feel? How did the other elephants feel about Elmer?
- Why is it important for us to be nice to everyone, even if there are things that make some people different from others?
- Can someone be special because they are different? Is being different a good thing or a bad thing?

STUDENTS WILL KNOW (THAT)...

- The story of Elmer the Elephant tells us that it is important to accept other's differences and value them for who they are as an individual.
- Vocabulary associated with this story and lesson such as different, special, unique,

STUDENTS WILL BE ABLE TO...

- Create a unique patchwork elephant inspired by Elmer.
- Use materials safely and responsibly, including scissors for cutting, glue sticks for pasting, and markers for drawing and tracing.

<p>respect, accept, patchwork, etc.</p> <ul style="list-style-type: none"> • It is okay to be different. • Having the freedom to create art comes with the responsibility of using materials safely and carefully. 	<ul style="list-style-type: none"> • Recognize positive qualities in themselves and others and articulate these through speaking and writing. • Explain how differences can make a person special/how being different can be a good thing.
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Stage 2 – Assessment Evidence

<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Students will use construction paper, multipurpose art paper, scissors, glue sticks, crayons, and markers, to create their own “patchwork” elephants. Students will practice drawing, tracing, cutting, and gluing to help develop technical and fine motor skills. • Students will write 2-4 sentences about someone they know who is different for some reason. They will be asked to describe how this difference is a good thing/how it makes that person special. • Language Function: Students will DESCRIBE the person in their life that they think is special for being different, via writing and speaking.
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<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Participation in pair and share about positive traits in classmates • Utilize all materials safely, responsibly, and effectively throughout the project.

Stage 3 – Learning Plan/WHERETO

<p>LEARNING ACTIVITIES/PROCEDURE:</p> <ol style="list-style-type: none"> 1. Students will participate in a read-aloud/class discussion of the book <i>Elmer</i> by David McKee. Students will describe what is happening and determine the point that the author is making about being different, in response to teacher questions and prompts. ⇒W, H, E1, O 2. Students will participate in a self-esteem building activity where they will be assigned to pair up with another student and share in their pair one thing that they really like about the other person. This should be something about who they are, not about how they look or something they have. After sharing with each other, the students will each have a chance to share their favorite positive quality about their partner with the class. ⇒H, R E2, O 3. Students will then be asked to think about someone in their life (it could be someone that they know, or someone famous who they admire) who is special because they are different. They will write 2-3 sentences about what it is that makes this person different, and why it is a good thing. ⇒E1, R, E2, O
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4. Students will be able to choose one of several elephant print-outs on the multi-purpose art paper (these are prepared by the teacher) to work with for the project. Students will then use a marker or pencil while holding their paper up to the window to trace the elephant image onto the back of the paper. ⇒W
5. Students will be provided strips of colored construction paper (these are pre-cut by the teacher using the paper cutter. Students will be instructed to use scissors to cut down small squares they can paste onto their elephant. Students can choose whatever colors they want, but will be encouraged to use at least 2 different colors of paper. If students are still working on cutting when the class period ends, they will be given a Ziploc bag with their name on it to store their paper until the next class. ⇒E1, E2, O
6. Students will be instructed to use a glue stick to glue their squares down side-by-side, patchwork style, on the front of their paper until they cover up the ENTIRE elephant – it is okay to go over the lines. Once they are done pasting, they will flip over their paper and cut out the elephant shape along the outline they have traced on the back of the page. ⇒E1, E2, O
7. Students will use washable markers to add details or embellishments to their elephants, like eyes, tusks, or whatever else they like. This will make them even more unique and will allow students to add personal touches. ⇒E1, E2, O
8. Students with special needs such as ADHD or ELLs will be granted accommodations as needed, such as extra time, additional instruction, or teacher assistance during writing, tracing, cutting, or pasting. ⇒T
9. Students will have the opportunity to see their artwork displayed together in an exhibition entitled “The Elephant Parade” in the hall (on the wall or a bulletin board). This will give them the opportunity to admire everyone’s special elephants. ⇒E2, R, O

MATERIALS:

- A copy of the book *Elmer* by David McKee
- A list of discussion questions/prompts for students during the read-aloud
- White all-purpose art paper with elephant print outs
- Colored construction paper for cutting and gluing
- Washable markers for tracing and drawing
- Window panes for tracing
- Safety scissors and glue sticks
- No. 2 pencils and lined paper for students to write about their featured person
- Available exhibition space such as a bulletin board or wall in the school hallway